**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Expository Essay:**

Expository means explanatory- root word = EXPLAIN. Your objective is to explain your analysis of the prompt and support it with examples.

* **Analyze =** to examine by separating into parts and examining their interrelations. In order to do this, make sure you take into account **all** parts of the prompts.
* To successfully support your answer to expository essay prompts, you must develop a repertoire of concrete **examples** to choose from.
* Expository prompts will ask you to **examine** and **analyze** a quote, **determine** your feelings/response to it, **state that analysis** and **support** your belief (thesis) with **examples** from literature, history, science, or film.
* The prompts will always be on one major **abstract idea**, **quality**, or **characteristic**. Knowing the kinds of concepts that we are asked to analyze, allows us to build a growing list of examples that will connect to them.

**Directions:** Fill out the simple chart on the next page with examples you can recall. Then ask your teachers and classmates for help; it may refresh your memory about what you have learned over the years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Literature** | **History** | **Science** | **Film** | **Other** |
|  |  |  |  |  |

\*List any and all examples you know of for each category. You want them to be examples you are familiar with and are comfortable writing about. List books you have read, historical figures/events, scientific theories/discoveries, movies, and then any other events in your life, or things you have learned about that may connect to the “big picture” of the prompt.

\*Using the chart you previously created, take those examples and place them into the chart below in the category rows they could be useful examples for. Any example (like a book) can be put into as many boxes as you like.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Prompt Concept** | **Literature** | **History** | **Science** | **Film** | **Other** |
| **Hero** |  |  |  |  |  |
| **Leadership** |  |  |  |  |  |
| **Identity** |  |  |  |  |  |
| **Friendship** |  |  |  |  |  |
| **Family** |  |  |  |  |  |
| **Change** |  |  |  |  |  |
| **Power** |  |  |  |  |  |
| **Love/**  **Loyalty** |  |  |  |  |  |
| **Creativity/**  **New Ideas/**  **Imagination** |  |  |  |  |  |
| **Hope/**  **Dreams/**  **Goals** |  |  |  |  |  |
| **Fear** |  |  |  |  |  |

**\*Extra Credit:** Can you think of any other major concepts that could appear in a prompt? If so list them in the space below. Include at least one your examples that match up for each one.

**Sample Expository prompts:**

Sample 1

Although fear is a common human emotion, our response to it varies. Using an example from literature, history, science, film, or your own experience or observation, write an essay analyzing a particular response to fear and the effect of that response.

Sample 2

In *The Crime of Sylvester Bonnard*, French writer Anatole France writes, “To know is nothing at all; to imagine is everything.” Why might one argue that imagination is more valuable than facts? Using an example from literature, history, science, film, or your own experience or observation, write an essay analyzing the worth of imagination.

1. What is the main concept that Sample 1 is asking you to analyze? (one word answer)

2. What is the main concept that Sample 2 is asking you to analyze? (one word answer)

3. Define in your own words the concept (your answer to #1) in Sample 1:

4. Define in your own words the concept (your answer to #2) in Sample 2:

5. Using your charts for reference, list a few examples (from literature, history, science, film, own experience) that connect to Sample 1’s concept:

6. Using your charts for reference, list a few examples (from literature, history, science, film, own experience) that connect to Sample 2’s concept:

7. To begin analyzing Sample 1, explain in your own words how people react to fear and what the effects (consequences/results) of those reactions could be. Try and list/explain varying reactions. (This can be general for right now, you do not need specific examples yet.)

8. To begin analyzing Sample 2, answer the question: *Why might one argue that imagination is more valuable than facts?* It is important to try and think about and explain both the value of imagination and the value of facts.

9. Using what you wrote for #7, list specific examples from your chart that connect to those ideas.

10. If a prompt has *both* a quote and a question, it is important to address both. Reread the prompt for Sample 2 AND your answer to question #8. Now, try and explain the quote in your own words below, and write your thoughts about it (do you agree/disagree and why; how does it relate to your answer to the question).

11. Now list examples from your charts that you could use for your response to Sample 2.

**Writing the Essay:**

Choose Sample Prompt 1 or 2 to respond to. They are listed again below:

Sample 1

Although fear is a common human emotion, our response to it varies. Using an example from literature, history, science, film, or your own experience or observation, write an essay analyzing a particular response to fear and the effect of that response.

Sample 2

In *The Crime of Sylvester Bonnard*, French writer Anatole France writes, “To know is nothing at all; to imagine is everything.” Why might one argue that imagination is more valuable than facts? Using an example from literature, history, science, film, or your own experience or observation, write an essay analyzing the worth of imagination.

**Using your example charts and prewriting work (the questions you already answered) complete your response to Sample 1 or 2.**

Organization:

The response is 4 paragraphs:

1. Introduction- Introduce concept/address prompt/state thesis

2. body paragraph one- explanation & example

3. body paragraph two- explanation & example

4. Conclusion

I. The Introduction:

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II. Body Paragraph 1:

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III. Body Paragraph 2:

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IV: Conclusion

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**Post-Writing Checklist:**

\_\_\_\_\_ Have I clearly answered the question?

\_\_\_\_\_ Have I addressed all parts of the prompt?

\_\_\_\_\_ Do I have a thesis at the end of my introduction?

\_\_\_\_\_Do the topic sentences of my body paragraphs expand upon my answer to the prompt (and my thesis)?

\_\_\_\_\_Do I use two strong examples?

\_\_\_\_\_Do I clearly explain how those examples prove my answer/thesis?

\_\_\_\_\_Do I go into enough detail about my examples?

\_\_\_\_\_Do all four paragraphs have a clear topic sentence AND concluding sentence?

\_\_\_\_\_Does my conclusion firmly restate my beliefs about the prompt and offer additional insight?

\_\_\_\_\_Did I reread my response after writing it?

\_\_\_\_\_Did I give my best effort?